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ABSTRACT

The program is primarily designed to provide bilingual education for pupils, in grades K-6, with limited English-speaking ability. Due to parental requests, approximately 16 percent monolingual English-speakers have been accepted into the program. Of the 529 children enrolled in the program, 89 percent have Spanish surnames. Objectives for the Mexican American pupils are to: (1) prevent their educational retardation by instructing them in Spanish while developing their command of English; (2) enhance their understanding and cognitive development in both languages; and (3) instill a knowledge of and pride in their bicultural heritage. Objectives for Anglo pupils are to: (1) give them the opportunity to become bilingual and literate in 2 languages and (2) broaden their outlook and enhance their understanding of other peoples. Program components are: development of and revision of curriculum materials for bilingual classes, bilingual instruction in grades K-6, staff development, and parental and community involvement. This 1974-75 evaluation report deals only with the instructional component. Discussed are the results from the: Peabody Picture Vocabulary Test, Boehm Test of Basic Concepts, Comprehensive Test of Basic Skills, Prueba de Lectura (Spanish reading test), Bilingual Education Program Test in Social Studies and Science (given in the appendix), and Projected Self-Concept Inventory. (NQ)

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FINAL EVALUATION REPORT

OF THE

SAN MARCOS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT'S

BILINGUAL EDUCATION PROGRAM

1974-1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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Submitted To:

Mr. Luis G. Delgadillo
Project Director

and

The U. S. Office of Education as a report of the first year's progress, under the provisions of Title VII of P. L. 89-10, as amended.

Grant #OEG-0-74-3727

by

Dr. Helene W. Harrison
Evaluator

ED 087737

RECOMMENDATIONS

1. Due to the low financial resources of this district, it is an absolute necessity that federal funding be continued in order for bilingual education to have its opportunity to help Mexican-American children achieve a quality education.

2. F 11 Peabody and Boehm results show that many pupils in this district enter school with a large vocabulary/concept disadvantage. The importance of this problem cannot be emphasized too strongly. Extensive work must be done to attempt to overcome this disadvantage, not only by first and second grade teachers but by teachers at all grade levels. Recognition of this problem and suggestions for dealing with it should be a part of the pre-service training program.

3. Inadequate reading comprehension is a serious problem which effects all other academic endeavors, including math, because of written problems. It is vital that a strong attempt be made by the director to help teachers in this area. It is also imperative that a study of the skills involved in math concepts and application, language expression, and reading comprehension--the weak areas of performance as indicated by achievement test results--be made by project teachers with the help of a consultant who can suggest techniques for successful teaching of these skills. The best opportunity for this would be pre-service training.

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FINAL EVALUATION REPORT

This program comprises classrooms from grade levels K-6 and is primarily designed to provide bilingual education for pupils who have limited English-speaking ability. However, due to parental requests, approximately 16% monolingual English-speakers have been accepted into the program. The objectives for Mexican-American children in the program are these: (1) to prevent their educational retardation by instructing them in Spanish while their command of English is being developed; (2) to enhance their understanding and cognitive development in both languages; (4) to instill in them knowledge of and pride in their bicultural heritage. Objectives for non-Spanish-surnamed children in the program are these: (1) to give them the opportunity to begin to become bilingual and literate in two languages and (2) by introducing them to another language and another culture, broaden their outlook and enhance their understanding of other peoples.

The project is coordinated by the director. Other non-teaching personnel are the part-time evaluator, the student intern/bilingual teacher's aides, the community liaison and the secretary. The project embodies several components: (1) development of and revision of curriculum materials for bilingual classes, (2) bilingual instruction in grades K-6, (3) staff development of bilingual teachers, aides, student interns and prospective teachers, and (4) parental and community involvement.

The student intern/bilingual aides come under the third component and constitute an innovative and significant element in this project. These eighteen student interns of junior or senior rank from Southwest Texas

State University are preparing to be bilingual teachers and carry a full course load at the University as well as working ten hours a week as teacher aides in bilingual classrooms. They receive a stipend to cover tuition, books, and supplies and are paid at an hourly rate for their work in the classroom. The teachers for whom they are aides have indicated that they make conscientious, capable, and especially good aides because of their college background and career interest.

There are sixteen classrooms of grade levels 1-5 located in the three elementary schools of the district and three classrooms of sixth grade located in the district's middle school. (See Table I.) In addition, the entire kindergarten school (355 pupils) is involved in bilingual education. However, since it has received negligible funds from Title VII and has instead consistently been funded by the local school district and Region XIII Education Service Center of the State of Texas, Region XIII monitors Bonham Kindergarten School and provides it with instructional materials and inservice training for teachers and aides. Therefore, Bonham will not be a part of this Title VII evaluation report.

Of the 529 children enrolled in grades 1-6 of the project, 89% have Spanish surnames. That a majority of these Spanish-surnamed children speak Spanish as the dominant home language has been established by questionnaires completed by parents in previous years.

Title VII contributes funds for only grades 4-6. All other grade levels are funded by the local district and the state. Since less than 30% of this program is funded by Title VII, this indicates strong support for the bilingual education concept on the part of the district and of the state. This is particularly significant when one considers the low financial resources of the local district.

TABLE I

TEACHERS, SCHOOLS, AND SUMMARY OF PUPIL DATA*

TEACHER	SCHOOL	GRADE	NUMBER OF PUPILS
Hofmann	Bowie	1	31
Luera	Bowie	1	31
Muñoz	Bowie	2	27
Garcia	Bowie	3	26
Ortiz	Bowie	4	27
Gutierrez	Bowie	5	32
Nicola	Crockett	1	30
Delgado	Crockett	2	30
Ramsay	Crockett	3	28
Vasquez	Crockett	4	30
Santellana	Crockett	5	28
Espinoza	Travis	1	28
Vargas	Travis	2	30
Lesak	Travis	3	23
Bazbaz	Travis	4	20
Ortega	Travis	5	33
Garza	Lamar	6	26
Mitchell	Lamar	6	28
Degerstrom	Lamar	6	21
TOTALS:			
19 Teachers	4 Schools		529 Pupils

*Although first, second and third grades in the Title VII Bilingual Education Program are being evaluated, all other financing for these classrooms is being furnished by the local district rather than by Title VII this year. These class rooms constitute 56% of project classrooms.

Bilingual Instruction for Grades 1-6

In accordaince with federal guidelines evaluation will be confined to the instructional component, and other aspects of this program will not be discussed. Again in accordance with federal directives, standardized tests constitute a significant part of the evaluation this year.

Testing in bilingual classrooms has proceeded on schedule. In September and again in March the Peabody Picture Vocabulary Test was administered to all project pupils in first grade. Both a Spanish and an English version of the test (Form B of the Spanish and Form A of the English version in the fall and the converse in the spring) were administered to each pupil individually. Following administration, tests were scored immediately by clerical staff in the bilingual office. This same staff scored all project tests except the CTBS, which were scored by the company. This staff also converted Peabody and Boehm scores. Feedback in terms of mental age was given teachers by the evaluator. Scores for all evaluation instruments are put on cards and electronically processed for statistical studies for the evaluation reports.

Separate means were computed from fall Peabody scores for Anglo-American and Mexican-American pupils. Additional criteria were set up by which means for several groups of Mexican-American bilinguals were derived: those pupils whose scores on the two language versions were no further than twelve months apart were considered balanced bilinguals, and means were derived on both languages for this group; those pupils whose scores differed twelve months or more on the two languages were considered dominant in one language, and means were derived only for the dominant language for these pupils. These means are presented in Table II.

TABLE II

PEABODY PICTURE VOCABULARY TESTS*
FALL GRADE LEVEL MEANS
(These figures show mental age in months.)

English Dominant	Spanish Dominant	Balanced Bilingual	
		English	Spanish
77.28	75.37	55.20	55.54
(36)	(19)	(46)	(46)

Monolingual English-Speakers

Since first grade has 14% almost monolingual English-speakers, the mean mental age for these children is given below.

English	Spanish
94.31	23.00
(17)	(17)

*Pupils who have less than 12 months difference in mental age between English and Spanish scores are considered balanced bilinguals, and both language scores are used. Pupils whose scores in English and Spanish differ as much as 12 months are considered dominant in one language, and only the score for the dominant language is used.

( ) = No. of pupils.

Children considered to be balanced bilinguals are quite handicapped, being approximately two years behind the norm in vocabulary development. Children who are dominant in one language, whether it be Spanish or English, are not suffering from this disadvantage. A t-test, run to determine whether or not differences in scores between children who were dominant in one language and children who were balanced bilinguals were significant, proved that the differences between these groups were significant at the .001 level of confidence.

The significance of this finding is heightened by another factor: the statistically high difference between vocabulary/concept development of balanced bilinguals and those dominant in one language has shown up each of the four years the Peabody has been used in this project. In light of the considerable research which has shown vocabulary/concept and oral language development to be the determining factor in reading achievement ability and thus a vital factor in all future academic endeavors, the importance of this finding cannot be overemphasized.

Various explanations could be brought forth as to why the balanced bilinguals are the group thus handicapped. The topic itself would offer a fruitful field for extended research. What concerns this project, however, is the obvious need for teachers to be made aware of this situation and then to act to implement fargoing efforts to alleviate it.

In order to deal with the problem of vocabulary/concept deficit which many of these youngsters have upon entering school, various measures will be taken this coming year. In pre-service and in-service training attention will be focused on making teachers cognizant of the problem and of the necessity for extensive efforts in the field of vocabulary/concept

development. Adequate concentration on this field is a must before reading readiness activities are begun. In addition, teachers will be apprised of the need for continued concentration on oral language development over the space of several school years. Methodology for achieving this will be examined and discussed.

Interquartiles and medians were derived for both language scores on the Peabody for fall and spring. These are shown in Table III. The fall median which could be expected to/approximately 78 was not reached in either language, although Spanish was lower than English. The anticipated increase of six months between fall and spring was achieved by only the upper quartile group and then only in Spanish.

The findings from the Peabody interquartiles are reflected by two other statistical studies as well. Only 38% achieved the expected six month gain in English between September and March and only 35% achieved this gain in Spanish (see Table IV.) Although two of four classrooms achieved a mean gain of approximately 6 months in English, the mean gain for the entire first grade was only 1.5 months in English, and the mean loss was -0.3 in Spanish./ (See Table V.) It is plain that the measures recommended before for dealing with vocabulary/ concept deficiencies are a necessity for the coming school year in order to counteract this situation.

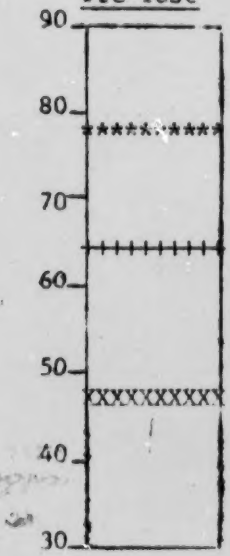
The Boehm Test of Basic Concepts was administered to their pupils by second grade teachers early in September and again late in February. Form B of the Spanish and Form A of the English were given in the fall; the converse, in the spring. This particular test has decided advantage for use with pupils in this project because interpretation of scores allows for differences in capability and performance due to socio-economic background of pupils. Pupils

TABLE III

PEABODY PICTURE VOCABULARY TESTS*
INTERQUARTILES AND MEDIANS**

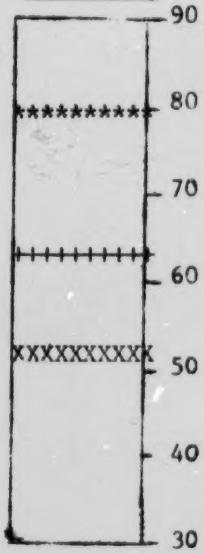
English Version

Pre-Test



3rd Q: 78
Median: 65
1st Q: 48

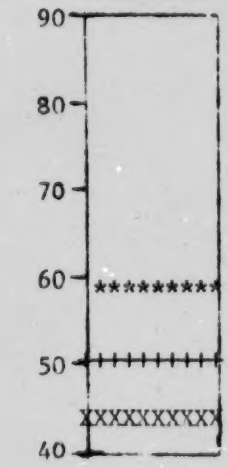
Post-Test



3rd Q: 80
Median: 63
1st Q: 52

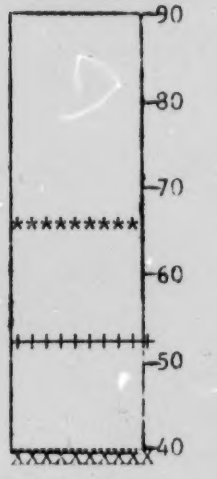
Spanish Version

Pre-Test



3rd Q: 59
Median: 50
1st Q: 44

Post-Test



3rd Q: 65
Median: 51
1st Q: 38

*Figues indicate mental age in months.
1st Quartile: XXXXX Median: +++++ 3rd Quartile: ***

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TABLE IV

PEABODY PICTURE VOCABULARY TESTS
PERCENTAGE OF PUPILS ACCOMPLISHING 6 MONTH GAIN*

TEACHER	SCHOOL	ENGLISH VERSION	SPANISH VERSION
Hofmann	Bowie	21	21
Luera	Bowie	48	56
Nicola	Crockett	39	35
Espinoza	Travis	45	27
	FIRST GRADE SUMMARY	38	35

*Between September Pre-Test and March Post-Test.

TABLE V

PEABODY PICTURE VOCABULARY TESTS
MEAN INCREASES*

TEACHER	SCHOOL	ENGLISH MEAN INCREASE	SPANISH MEAN INCREASE
Hofmann	Bowie	-2.9	0.2
Luera	Bowie	5.4	3.6
Nicola	Crockett	5.5	-3.2
Espinoza	Travis	-0.2	-3.5
	GRADE LEVEL MEAN INCREASE	1.5	-0.3

*Figures show mental age in months. A six month gain between September and March would be expected.

are categorized by their teachers as to three socio-economic backgrounds: low, middle or high. Then separate national percentile tables derived for the three backgrounds can be used in interpreting pupils' raw scores. This method represents a more accurate way of judging a pupil's performance against his background.

As soon as scoring had been completed, the evaluator delivered to teachers a copy of the class record showing individual pupil performance on each item in order that teachers could help the pupils to achieve mastery over these basic concepts necessary for successful academic work.

The Boehm test consists of fifty items, more than half of which are primarily syntactic items, in contrast to the Peabody which consists totally of semantic items, i.e. nouns, verbs, adjectives. Ninety percent of the concepts covered on the Boehm test fall into the categories of space, quantity or time.

In order to ascertain dominant language in the field of syntax for Spanish-surnamed pupils, fall raw scores were utilized in classifying pupils into one of three categories: English-dominant, Spanish-dominant or balanced bilingual. The classification was based on overall standard deviations. The procedure was to assume that the difference between a pupil's English and Spanish scores followed a normal distribution with mean 0 and variance equaling the sum of the variances of the individual scores. Then each student was classified English-dominant if the difference between his two scores was greater than 1.96 times the standard error of the difference; Spanish-dominant, if greater than -1.96 times the standard error of the difference; and a balanced bilingual, otherwise.

The above study of Boehm scores revealed that in the area of syntax

and basic concepts a great majority , 68% (44), of the pupils were balanced bilinguals, 29% (19) were English-dominant, and 3% (2) were Spanish-dominant.

After percentile scores on the Boehm test were obtained for pupils, the evaluator derived separate interquartiles and medians from fall scores to show the difference in performance of Spanish-surnamed pupils coming from the three socioeconomic backgrounds. As Table VI shows, all three groups fell short of the norm in each language. However, the low group performed the best on the Spanish version, whereas the high group performed the best on the English version. Thus, the higher the socioeconomic background, the less proficient in Spanish and the slightly more proficient in English the Mexican-American pupil tends to be.

The objective on the Boehm test was for pupils to attain normal growth from pre-test at beginning-of-year to post-test at mid-year. This normal growth is inferred through attainment of as high a percentile rank on post-test at mid-year as on pre-test at beginning-of-year. Every classroom had very high percentages of pupils attaining this objective in both languages, and overall percentages for the entire second grade were 76% in English and 68% in Spanish. (See Table VII.)

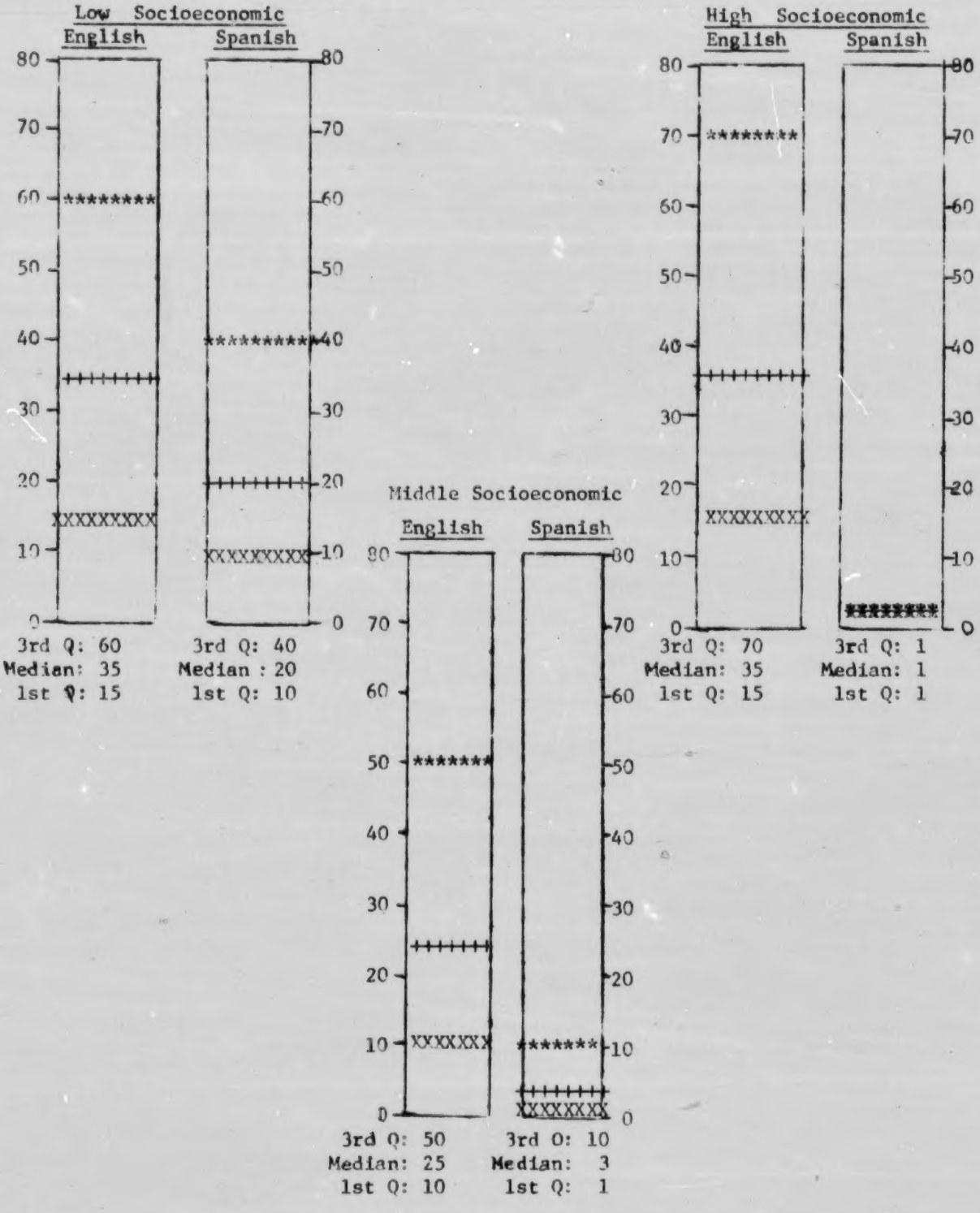
In order to obtain statistically accurate composite percentiles, it was necessary to compute raw score means first and then convert these figures to percentiles. The computation was done separately for each of the three socioeconomic backgrounds specified, as these are the bases of the percentile rankings. (These figures are shown in Table VIII.) There were impressive percentile gains by all three groups in English, but no increases or decreases in Spanish.

In this particular instance raw scores are more revealing than percentiles, however, because two or three points in raw score (of a total

TABLE VI

BOEHM TEST OF BASIC CONCEPTS*
INTERQUARTILES AND MEDIANS**

September Pre-Tests



*Figures indicate national percentile.
1st Quartile: XXXXX Median: +++++ 3rd Quartile: ***

TABLE VII

BOEHM TEST OF BASIC CONCEPTS
PERCENTAGE OF PUPILS ATTAINING NORMAL GROWTH*

TEACHER	SCHOOL	ENGLISH VERSION	SPANISH VERSION
Muñoz	Bowie	64%	75%
Delgado	Crockett	100%	58%
Vargas	Travis	65%	72%
	SECOND GRADE SUMMARY	76%	68%

*This normal growth is inferred through attainment of as high a percentile rank on post-test at mid-year as on pre-test at beginning-of-year.

possible of 50) make a big difference in percentile at the upper range of test scores and many points make little or no difference in percentile at the lower range of test scores. English raw scores reveal a gain of from two to seven concepts with the low group making the largest gain. Spanish raw scores reveal a gain of from three to eighteen concepts with the high group making the largest gain. Each group made the larger gain in the language in which it scored the lower on the pre-test. These gains in the basic concepts necessary for successful undertaking of academic work are encouraging and reflect teacher attention and effort. (See Table VIII.)

The Comprehensive Test of Basic Skills was given by teachers to pupils in grades 3-6 early in September and in grades 1-6 late in February. Level A for first grade, Level B for second, Level C for third, Level I for fourth and Level II for fifth and sixth. The objective for first graders (who had no pre-test) was to reach the 50th percentile in language, reading and math. This would necessitate raw scores of 18 for language, 132 for pre-reading and 21 for math. Percentages of first graders accomplishing this objective were these: 74% in language, 58% in reading, and 77% in math. (See Table IX.) This is a very good showing, since only 50% would normally achieve this goal. Raw score means were computed and composite percentiles extrapolated from these figures. These as well as scale score means are also found in Table IX. The percentiles of 56 and 62 for language and math are good. The percentile of 40 for reading suggests that those pupils who failed to accomplish the objective may have performed quite poorly.

The objective for second graders (who also took no pre-test) was to reach the 2.5 grade equivalent in all areas of the test (See Table X.) Less than the expected 50% achieved this in any area: 36% in reading, 22% in language, 43% in math and 35% on the total battery.

TABLE VIII

BOEHM TEST OF BASIC CONCEPTS
PERCENTILE AND RAW SCORE MEANS*

SOCIOECONOMIC BACKGROUND	ENGLISH		SPANISH	
	Fall	Spring	Fall	Spring
Low	38.35 (25)	45.03 (60)	35.25 (15)	38.63 (15)
Mid	44.21 (15)	46.78 (50)	27.28 (1)	36.36 (1)
High	46.50 (30)	48.58 (60)	21.44 (1)	39.42 (1)

*In order to obtain composite percentiles, it was necessary to compute raw score means first and then convert these figures into percentiles. These are given in parentheses beneath the raw score means.

TABLE IX

COMPREHENSIVE TEST OF BASIC SKILLS--FIRST GRADE
PERCENTAGE OF PUPILS ATTAINING 50TH PERCENTILE AND
RAW SCORE AND SCALE SCORE MEANS

TEACHER	LANGUAGE	READING	MATH
Hofmann	88%	83%	83%
Luera	78%	57%	71%
Nicola	72%	44%	70%
Espinoza	60%	42%	82%
Total Grade Level	74%	58%	77%
Grade Level Mean Raw Scores	18.89	128.44	22.42
National Norm Mean Raw Scores	18.00	132.00	21.00
Grade Level Mean Scale Scores	256	225	251
National Norm Scale Scores	249	236	237
National Percentile Composite (Extrapolated from Raw Score Means)	56	40	62

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TABLE X

COMPREHENSIVE TEST OF BASIC SKILLS--SECOND GRADE
PERCENTAGE OF PUPILS ATTAINING 2.5 GRADE EQUIVALENT

TEACHER	READING	LANGUAGE	MATH	TOTAL BATTERY
Muñoz	37	17	46	42
Delgado	33	22	38	38
Vargas	36	26	44	27
GRADE LEVEL SUMMARY	36	22	43	35

TABLE XI

COMPREHENSIVE TEST OF BASIC SKILLS--THIRD GRADE
PERCENTAGE OF PUPILS ATTAINING SIX MONTHS GAIN IN GRADE EQUIVALENT

TEACHER	READING	LANGUAGE	MATH	TOTAL BATTERY
Garcia	42	70	57	60
Ramsay	53	71	40	65
Lesak	44	37	47	40
GRADE LEVEL SUMMARY	46	61	48	56

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TABLE XII

COMPREHENSIVE TEST OF BASIC SKILLS--FOURTH GRADE
PERCENTAGE OF PUPILS ATTAINING SIX MONTHS GAIN IN GRADE EQUIVALENT

TEACHER	READING	LANGUAGE	MATH	TOTAL BATTERY	STUDY SKILLS
Ortiz	61	48	17	38	60
Vasquez	52	59	60	82	35
Bazbaz	73	67	60	86	75
GRADE LEVEL SUMMARY	61	56	43	62	50

TABLE XIII

COMPREHENSIVE TEST OF BASIC SKILLS -- HFTH GRADE
PERCENTAGE OF PUPILS ATTAINING SIX MONTHS GAIN IN GRADE EQUIVALENT

TEACHER	READING	LANGUAGE	MATH	TOTAL BATTERY	STUDY SKILLS
Gutierrez	47	76	32	46	41
Santellana	56	35	27	36	50
Ortega	23	55	37	19	46
GRADE LEVEL SUMMARY	41	57	33	34	45

TABLE XIV

COMPREHENSIVE TEST OF BASIC SKILLS -- SIXTH GRADE
PERCENTAGE OF PUPILS ATTAINING SIX MONTHS GAIN IN GRADE EQUIVALENT

TEACHER	READING	LANGUAGE	MATH	TOTAL BATTERY	STUDY SKILLS
Garza	44	80	50	54	55
Mitchell	63	48	60	52	68
Degerstrom	44	47	56	41	33
GRADE LEVEL SUMMARY	51	59	55	50	54

The objective for grades 3-6 on the CTBS was a six-month grade-equivalent increase in each area from pre- to post-test. For the total battery, the percentage of third graders attaining this objective was 56% with the largest percentage being in the area of language arts, 61% (See Table XI.) The percentage for fourth graders on the total battery was 62% with the lowest percentage being in the area of math, 43% (Table XII.) Only 34% of fifth graders attained a six-month increase on the battery, but 50% of sixth graders achieved this. In grades 4-6 study skills, which included both reference and graphic skills, were added to the test battery. In general for grades 3-6, better than half of the pupils attained the objective with the exception of fifth grade.

Examination of interquartiles and medians for second grade on the CTBS reveals that (1) the median is only approximately four months behind national norms in all areas, (2) the upper quartile is approximately six months ahead of the median, and (3) the lower quartile is several months behind the median and even farther behind in language. (See Table XV.)

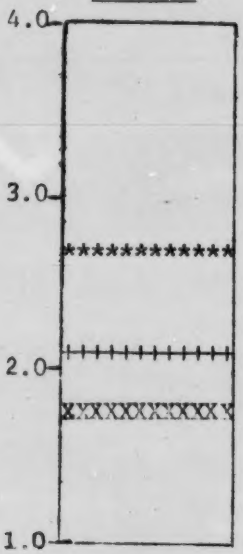
Examination of third and fourth grade interquartiles and medians reveals almost the same results as for second grade. (See Tables XVI and XVII.) Medians for these grades run approximately five months behind the national norms with upper and lower quartiles running 6 months ahead of or behind the median, respectively. The exception is the third quartile of third grade in language arts, which has a grade equivalent of 5.2 (the test was taken at 3.5.)

Examination of fifth and sixth grade interquartiles reveals that here is where the big drop in performance comes, with the fifth grade median being around 1 1/2 years behind the national norm in grade equivalent

TABLE XV

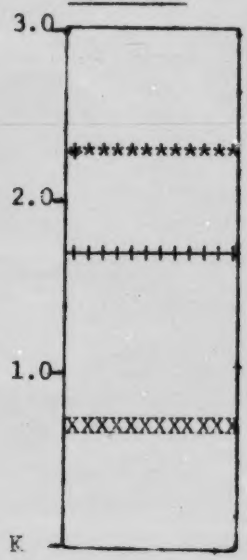
COMPREHENSIVE TEST OF BASIC SKILLS--SECOND GRADE
INTERQUARTILES BASED ON GRADE EQUIVALENT*

READING



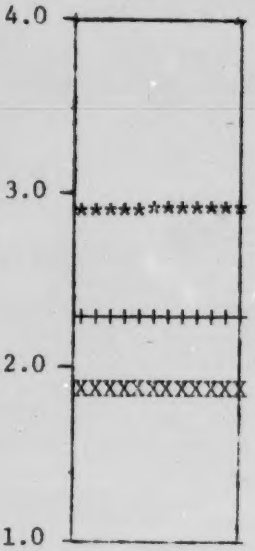
3rd Q: 2.7
Median: 2.1
1st Q: 1.8

LANGUAGE



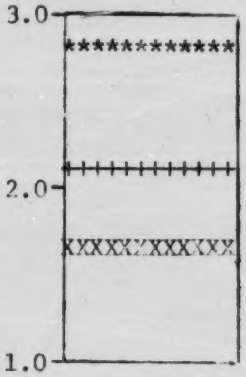
3rd Q: 2.3
Median: 1.8
1st Q: K.7

MATH



3rd Q: 2.9
Median: 2.3
1st Q: 1.9

TOTAL BATTERY

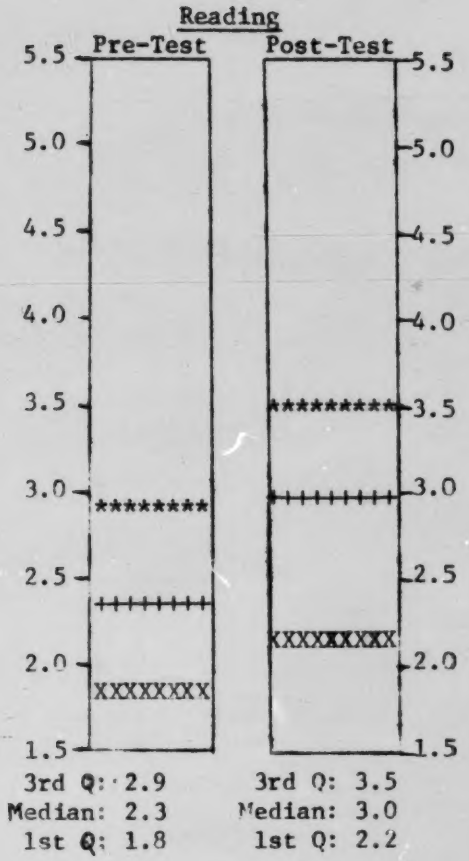


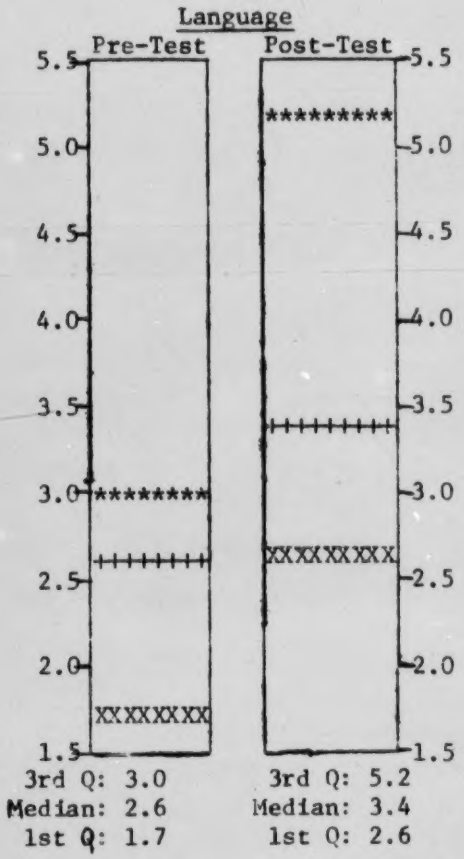
3rd Q: 2.6
Median: 2.1
1st Q: 1.7

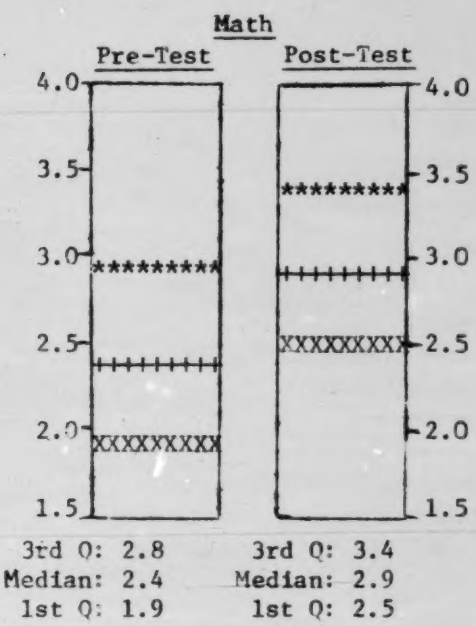
*1st Quartile: XXXXX Median: ++++++ 3rd Quartile: *****

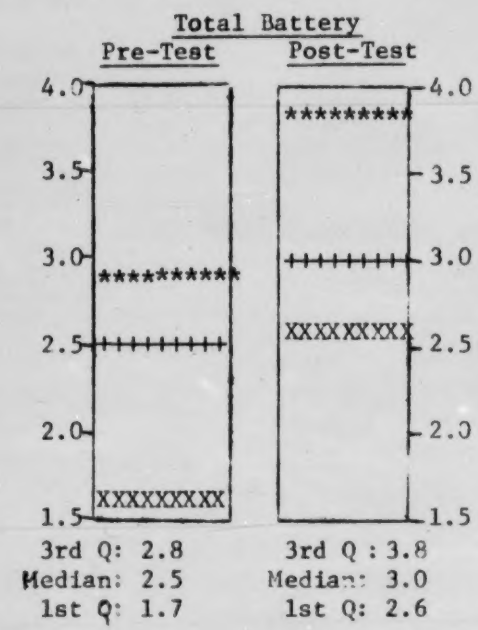
TABLE XVI

COMPREHENSIVE TEST OF BASIC SKILLS -- THIRD GRADE
INTERQUARTILES BASED ON GRADE EQUIVALENT*







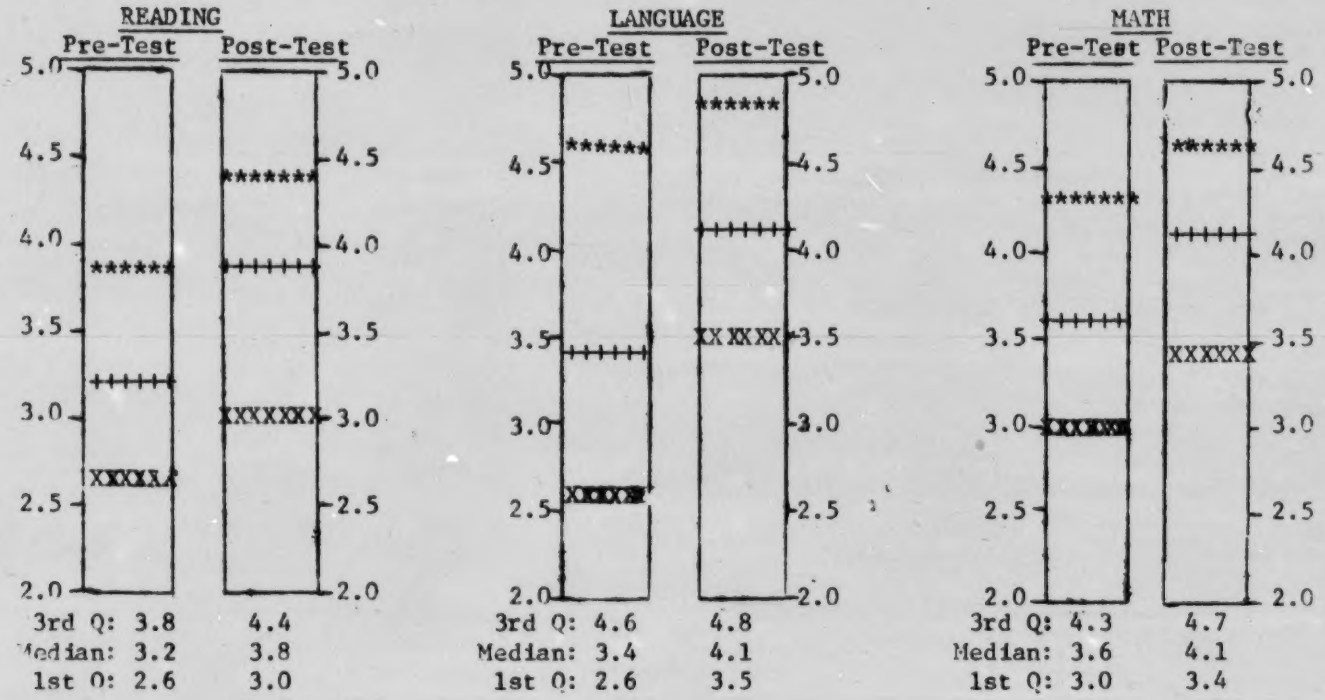


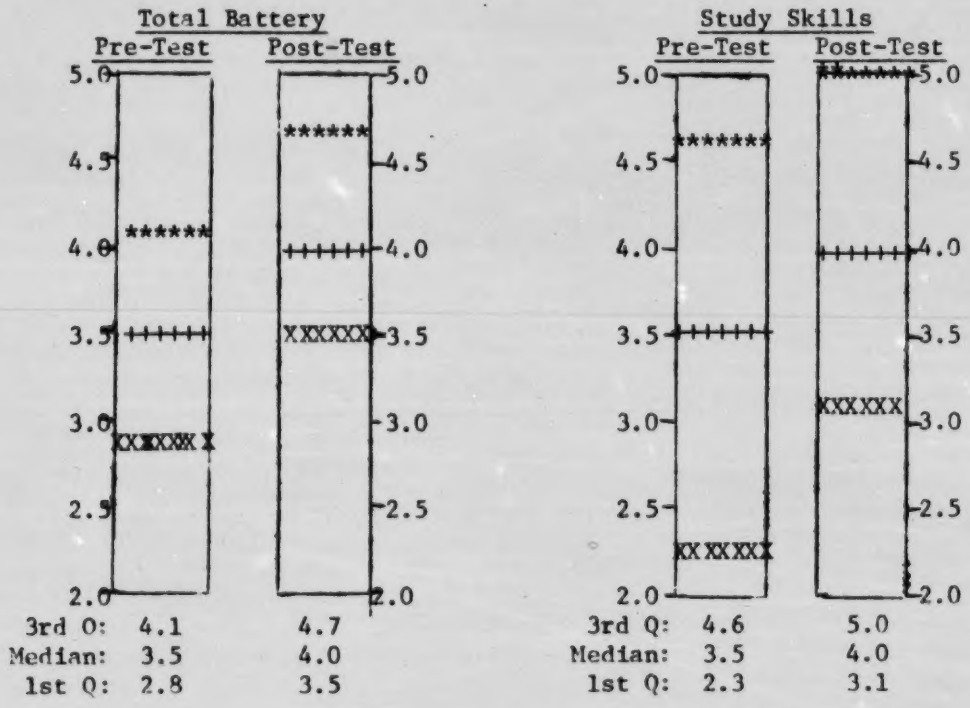
*1st Quartile: XXXXX Median: +++++ 3rd Quartile :*****

0030

TABLE XVII

COMPREHENSIVE TEST OF BASIC SKILLS - FOURTH GRADE
INTERQUARTILES BASED ON GRADE EQUIVALENT*



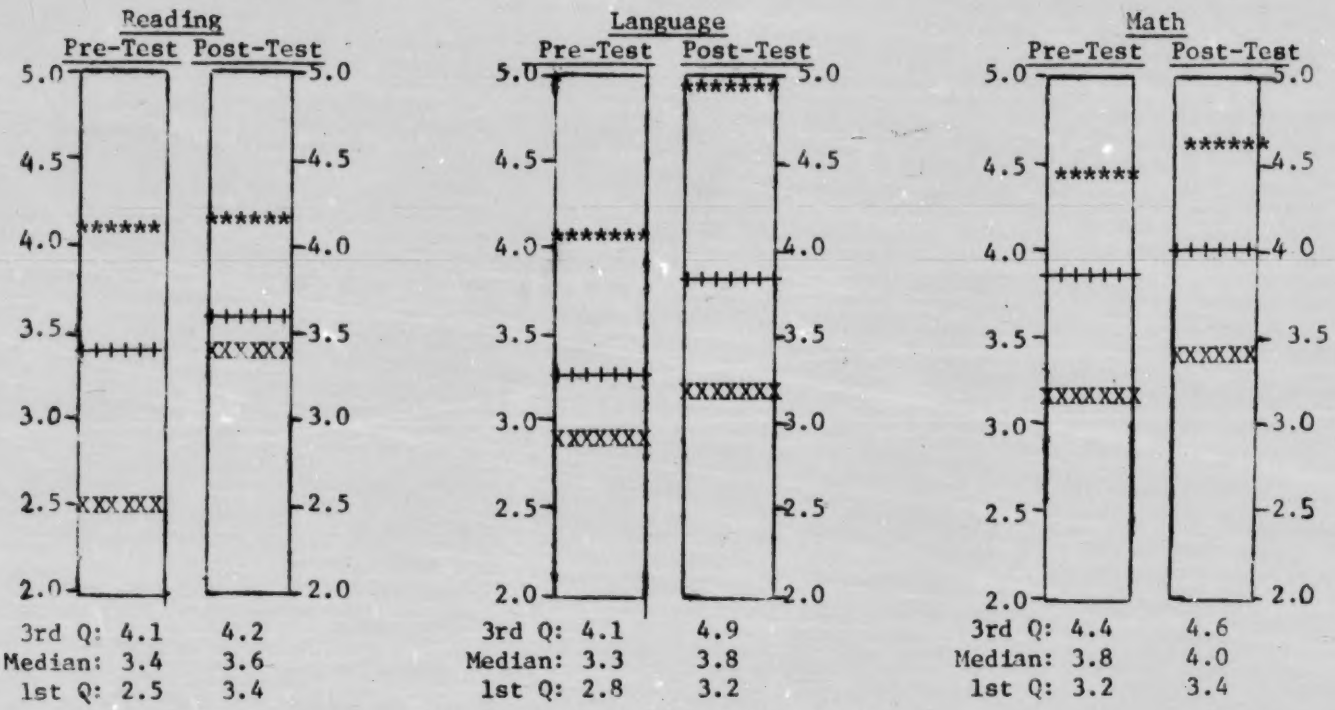


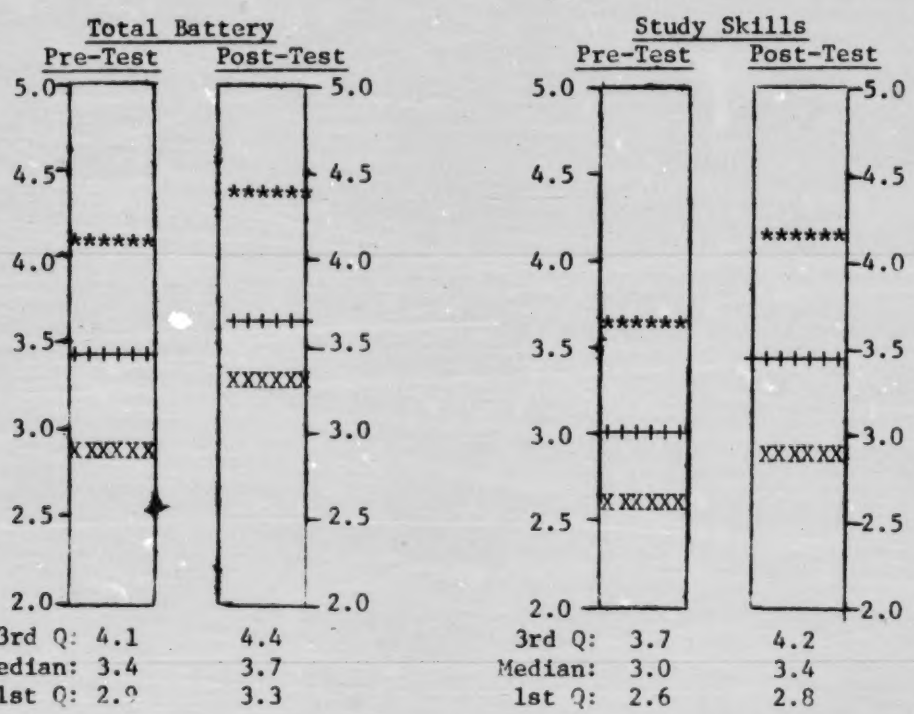
*1st Quartile: XXXXX Median: +++++ 3rd Quartile: *****

0031

TABLE XVIII

COMPREHENSIVE TEST OF BASIC SKILLS - FIFTH GRADE
INTERQUARTILES BASED ON GRADE EQUIVALENT*



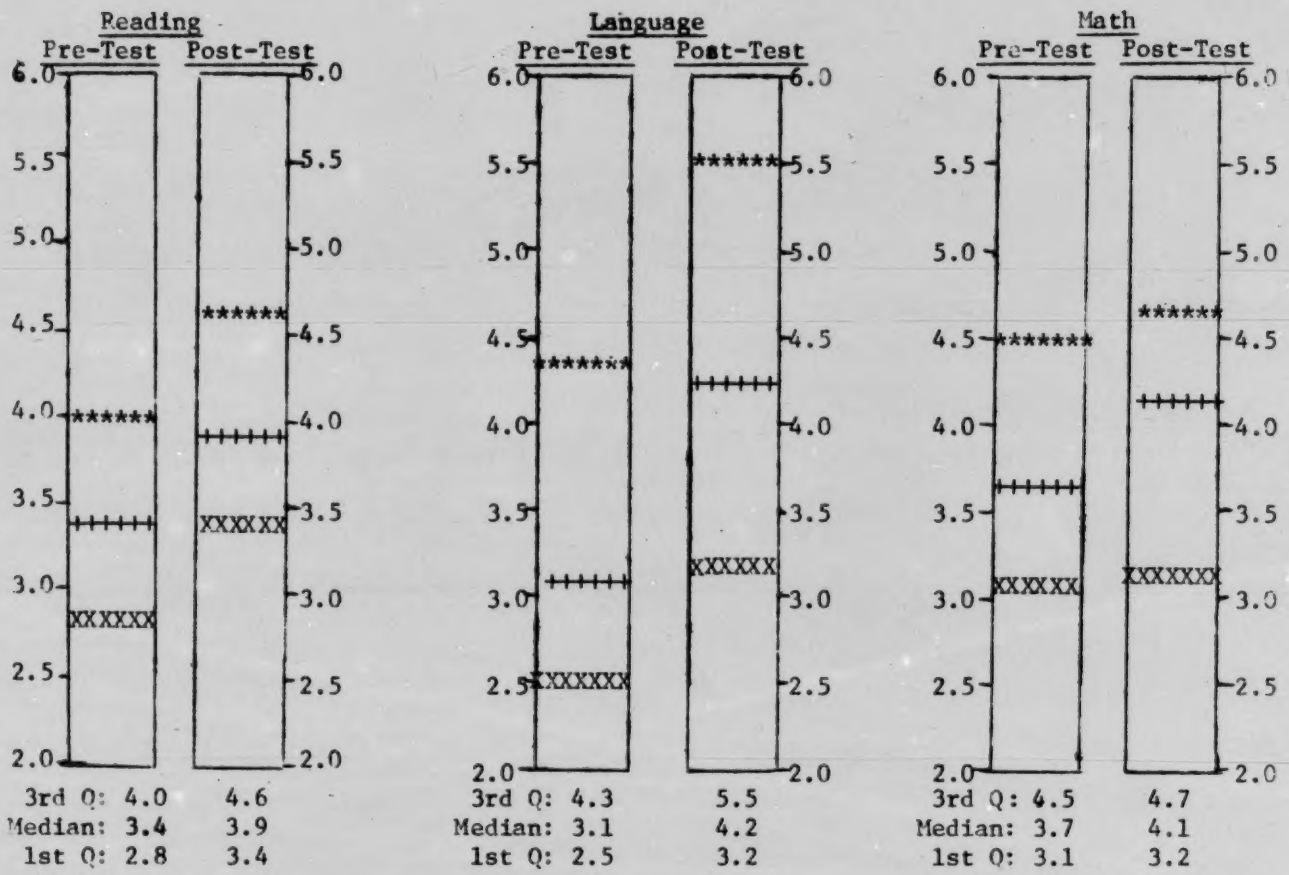


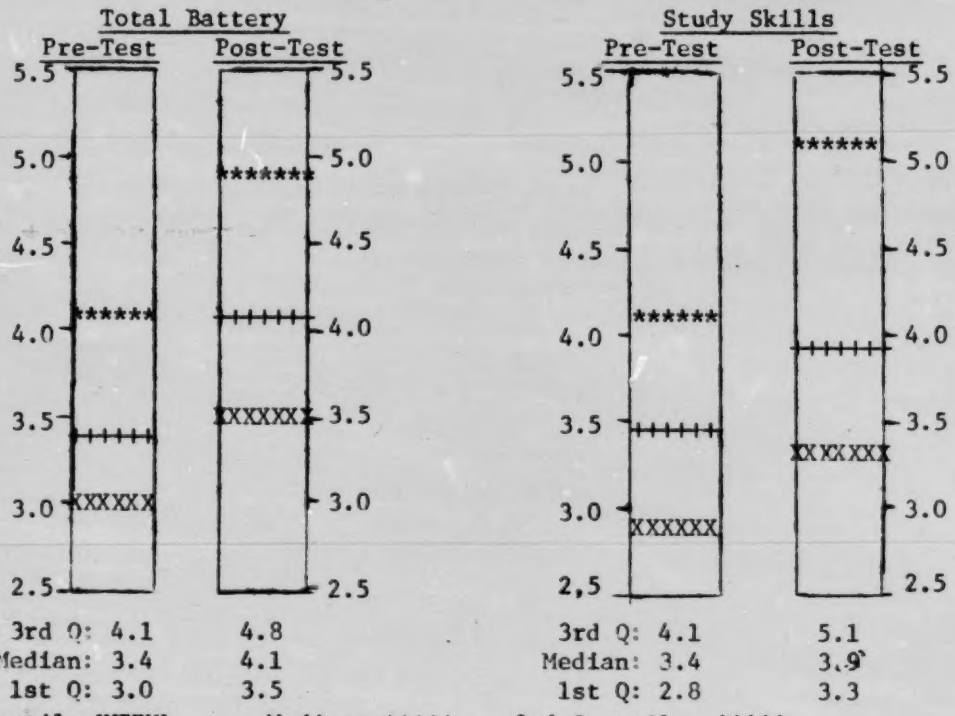
*1st Quartile: XXXX Median: ++++ 3rd Quartile: *****

0032

TABLE XIX

COMPREHENSIVE TEST OF BASIC SKILLS - SIXTH GRADE
INTERQUARTILES BASED ON GRADE EQUIVALENT*





(*1st Quartile: XXXXX Median: +++++ 3rd Quartile: *****

0033

and the sixth grade median being around 2 1/2 years behind. The upper and lower quartiles again run approximately six months higher or lower than the medians. (See Tables XVIII and XIX.) What has been said in previous years regarding the pupils of these two grade levels is reiterated here. The pupils in these two grades were those who began school during the first two years of the program. At that time the project was a new pilot program, totally without experience, materials or methodological training for its teachers. In addition, some principals regarded the project as a "dumping ground" for pupils with low academic ability. Also, pupils were shifted into and out of the program without regard for continuity of training by some principals, in earlier years of the project. That accounts for the poor academic performance of the pupils on these two upper grade levels. Many of the factors which handicapped the project these first two years have since been remedied completely. The others, such as materials and training, are in a process of continuous development.

For all grade levels close analysis of scores from the CTBS reveals that there are definite skills from each area which produce better performance than the other skills from that area and that the particular skill so doing is the same for all grade levels. The better skills are these: vocabulary in reading, spelling and mechanics in language, and computation in math. Comprehension in reading, expression in language, and concepts and application in math produce poorer showings. Therefore the latter areas are those requiring more concentrated attention from teachers in the future.

It has been recommended to the director that a segment of the preservice training be set aside for discussion of findings from this year's evaluation, pinpointing of problem areas, and study of methods and techniques

to improve instruction for pupils in these areas. The evaluator has been assured that time will be allotted for this activity. Materials provided to teachers at that time will include the following: McGraw-Hill's teachers' guides to the CTBS tests, handouts showing the various skills covered in each section of the tests, sample computer printout class record forms and test materials. A consultant from McGraw-Hill will lead teachers in small grade group sessions (1 and 2, 3 and 4, 5 and 6) in study of and discussion of techniques of instruction leading to pupil mastery of various skill areas.

The Prueba de Lectura (Spanish reading test) was given in September and again in March in grades 3-6 by project teachers. Having found in the past that the levels of the test were unsuitable for the grades specified by the developer who has as yet not normed the test, it was decided to administer Level I for third and fourth grades and Level II for fifth and sixth. Data for this test is given in raw scores. The total possible score for Level I is 80 and for Level II, 110.

The objective was an increase in score from pre- to post-test. Approximately four-fifths of the pupils at each grade level fulfilled this objective. (See Table XX.) Means and standard deviations were computed for each grade level (see Table XXI,) as were mean increases in test scores (see Table XXII.) The mean increases per grade level were 12.5 for third, 14.2 for fourth, 9.6 for fifth, and 6.9 for sixth. A t-test run to ascertain if increases in test scores were statistically significant determined that these increases were significant to the .05 level of confidence on every grade level. This is an important accomplishment in the area of Spanish reading.

A local Bilingual Education Program Test in Social Studies and Science (a copy is included in the appendix of this report) was given by project

TABLE XX

PRUEBA DE LECTURA
PERCENTAGE OF PUPILS ATTAINING OBJECTIVE*

GRADE	TEACHER	PERCENTAGE
3	Garcia	75
3	Ramsay	91
3	Lesak	93
SUMMARY FOR THIS GRADE		86
4	Ortiz	91
4	Vasquez	58
4	Bazbaz	100
SUMMARY FOR THIS GRADE		81
5	Gutierrez	84
5	Santellana	77
5	Ortega	77
SUMMARY FOR THIS GRADE		80
6	Garza	64
6	Mitchell	84
6	Degerstrom	61
SUMMARY FOR THIS GRADE		71

*A gain between pre-test in September and post-test in March.

0036

TABLE XXI

PRUEBA DE LECTURA--SPANISH READING TEST*
MEANS AND STANDARD DEVIATIONS

GRADE		MEAN	STANDARD DEVIATION	NUMBER OF PUPILS TESTED
3	Pre-Test	42.3	17.3	72
	Post-Test	55.8	17.5	61
4	Pre-Test	47.0	12.3	78
	Post-Test	61.3	13.8	69
5	Pre-Test	42.8	15.7	92
	Post-Test	53.4	17.8	92
6	Pre-Test	47.0	15.9	76
	Post-Test	54.1	18.0	73

*Figures represent raw scores.

00037

TABLE XXII

PRUEBA DE LECTURA
MEAN INCREASES*

GRADE	TEACHER	MEAN INCREASE
3	Garcia	19,2
3	Ramsay	14.0
3	Lesak	13.3
SUMMARY FOR THIS GRADE		12.5
4	Ortiz	16.6
4	Vasquez	10.2
4	Bazbaz	16.7
SUMMARY FOR THIS GRADE		14.2
5	Gutierrez	9.0
5	Santellana	14.2
5	Ortega	6.4
SUMMARY FOR THIS GRADE		9.6
6	Garza	4.6
6	Mitchell	10.2
6	Degerstrom	5.3
SUMMARY FOR THIS GRADE		6.9

*Over a six-month interval.

0038

teachers in grades 2-6 in September and in grades 1-6 in March. This was done for two reasons: (1) certain levels of the CTBS had no social studies or science portions; (2) this project wished to evaluate specific bilingual education goals and objectives for its pupils in these areas. There are both Spanish and English versions of the test. The Spanish version is given to half the classrooms on each grade level; the English, to the other half. This is done for comparative purposes.

The test had been developed for grade levels 1-3 in 1971, and validity and reliability for these grade levels had been established in 1972. The test was then used with these grade levels in 1972-73. In 1973-74 a fourth grade level for the test and in 1974-1975 fifth and sixth grade levels for the test were developed and used. Validity for these levels was established by an expert in tests and measures.* This year for these levels of the test a split-half reliability test was run by this expert.* The coefficient of correlation which resulted was not high enough to support reliability confidence, probably due to the length of the test. Every level of the test consists of only ten questions in each subject matter area.

Therefore, although results for the test will be reported this year, the reliability factor should be born in mind. Also, next year, this test will be eliminated. The new CTBS Form S has social studies and science portions on its tests from second grade upward. Form S containing these portions will be used next year. In addition, teachers will report to the evaluator results on tests given at the end of each social studies and science unit taught. These units, the majority written in Spanish, each with a test at the end, have been and still are being created to fulfill specific needs of this bilingual project.

*Dr. Lowell Bynum, Education Dept., Southwest Texas State University.

The objective for first graders, who took no pre-test, was correct completion of 70% of the test. This was accomplished by about four-fifths of the pupils in both languages. The objective for grades 2-6 was an increase in score between pre- and post-test. Generally speaking, performance in Spanish was better except for fifth grade. Overall, ususally one-half of the pupils on each grade level achieved the objective/except for fifth grade social studies. (See Table XXIII.)

Project teachers at all grade levels administered a self-concept instrument in the fall and again in the spring. Both Region XIII Education Service Center (a state agency) and Title VII are monitoring this Bilingual Education Program's first grades since the state's implementation of bilingual education statewide for first grade this year. In order to dispense with unnecessary duplication of testing programs, Mrs. Margie Saenz, the evaluator for Region XIII, and Dr. Helene Harrison, the evaluator for Title VII, arranged an interchange of test data obtained in the areas of achievement and self-concept. Title VII arranged for the administration of the CTBS

TABLE XXIII

BEP TEST IN SOCIAL STUDIES AND SCIENCE
PERCENTAGE OF PUPILS ATTAINING OBJECTIVE*

Grade	Version	Teacher	Social Studies	Science
1	English	Hofmann	90	86
1	English	Nicola	86	68
1	Spanish	Luera	46	100
1	Spanish	Espinoza	76	100
SUMMARY FOR THIS GRADE	English		88	78
	Spanish		60	100
2	English	Delgado	22	35
2	Spanish	Muñoz	57	61
2	Spanish	Vargas	55	55
SUMMARY FOR THIS GRADE	English		22	35
	Spanish		56	58
3	English	Garcia	38	38
3	English	Lesak	44	56
3	Spanish	Ramsay	61	50
SUMMARY FOR THIS GRADE	English		41	46
	Spanish		61	50
4	English	Vasquez	27	64
4	Spanish	Ortiz	50	55
4	Spanish	Bazbaz	67	13
SUMMARY FOR THIS GRADE	English		27	64
	Spanish		57	38

*70% correct for first grade test in March; a gain from September pre-test to March post-test for grades 2-6.

0041

TABLE XXIII CONTINUED:

Grade	Version	Teacher	Social Studies	Science
5	English	Gutierrez	39	57
5	English	Ortega	34	62
5	Spanish	Santellana	0	36
SUMMARY FOR THIS GRADE	English		37	60
	Spanish		0	36
6	English	Mitchell	74	41
6	English	Degerstrom*	75	62
6	Spanish	Garza	50	62
6	Spanish	Degerstrom*	33	67
SUMMARY FOR THIS GRADE	English		74	46
	Spanish		45	64

*One-half of Degerstrom's pupils took the English version, and one-half took the Spanish version.

0042

achievement test and for its scoring and shared computer printout on scores with Region XIII. In return, Region XIII arranged for fall and spring administration of its own self-concept instrument and for its scoring and shared data from this instrument with Title VII. For this reason first grade self-concept data is included in the body of this report but will not be included in the tables.

Region XIII's self-concept instrument is entitled "Your School and Classmates" (a copy is found in the appendix of this report.) The instrument consists of twenty-one questions designed to assess the pupils' self-image in his academic life. Ratings on each item can range from one to five with five being the most positive reponse and one being the most negative response. The fall mean for Title VII first grade classrooms was 3.97, and the spring mean was 4.16. Since the objective was an increase from fall to spring scores, first grade did fulfill this objective.

The self-concept instrument the project used this year for grades 2-6 was just developed in the summer of 1974.
It is entitled the Projected Self-Concept Inventory. It was originated as a result of two educators* becoming dissatisfied with various deficiencies of existing self-concept instruments and their wanting to construct an improved instrument for this area. The inventory consists of a series of twenty pictures. The teacher reads a statement, and the pupil picks one from a set of two pictures which he thinks most accurately reflects the statement. The twenty pictures and statements deal with some aspect or other of the pupil's academic life. Since each set of pictures consists of one picture conveying a positive self-image and one conveying a negative self-image, the highest possible positive score is 20, and the lowest possible negative score is 0.

*Dr. Coleen Conoley and Dr. Helene Harrison.

This project and the Bilingual Education Program of Harlandale Independent School District in San Antonio were allowed free use of the inventory in return for help in fieldtesting it. All data gathered from the inventory will be utilized this summer for validity and reliability studies as well as for item analysis. A revised and improved inventory based on these studies will be used next year.

The objective of an increase in score from fall to spring administration of the inventory was fulfilled by approximately 40% of pupils in the project. (See Table XXIV.) Since past self-concept research indicates a tendency for the self-concept of minority/group and lower socioeconomic pupils to decrease during the academic year and to decrease even more each year as pupils progress upward in grade level, this data reflects a significant contribution of bilingual education and of the teachers to these pupils in the affective area.

In May teachers sent feedback to the evaluator on psychomotor skills their pupils have acquired this school year. Mexican-American pupils in this project have not only acquired skills in the psychomotor area but have increased their cognitive knowledge of their cultural heritage and have learned to value it more highly this year because their teachers have introduced them to Mexican games, songs, and dances. Anglo-American pupils in the project have also profitted from this endeavor. Of the entire project, 64% have performed these games, songs and dances for parents and the public this year. (See Table XXV.) Since parents have either made costumes or seen that pupils had pants and blouses or shirts to match those of others in their group for performances, this represents proof of involvement and interest in school events on the part of parents of children in this project. This involvement will lead to increased opportunity for Mexican-American children to succeed in their educational preparation for life.

TABLE XXIV

PROJECTED SELF-CONCEPT INVENTORY
PERCENTAGE OF PUPILS MAKING GAIN*

Grade	Percentage
2	42
3	38
4	39
5	40
6	41

TABLE XXV

PSYCHOMOTOR SKILLS LEARNED AND DEMONSTRATED:
MEXICAN GAMES, SONGS AND DANCES

Grade Level	Percentage of Pupils Learning*	Percentage of Pupils Performing On Programs
1	99	57
2	94	79
3	99	86
4	99	62
5	84	58
6	73	42
SUMMARY FOR ALL GRADE LEVELS	91	64

*Occasional pupils were not in the room at the time of these activities because this time was spent with the resource teacher, the speech therapist, etc.

0046

APPENDIX

BEP TEST IN SOCIAL STUDIES AND SCIENCE

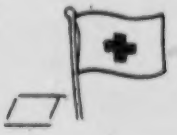
"YOUR SCHOOL AND CLASSMATES" -- REGION XIII

PUPIL_____ TEACHER_____

GRADE_____ SCHOOL_____ TOTAL CORRECT: Social Studies_____
Science _____

SOCIAL STUDIES (FIRST GRADE)

1) American flag



2) Mexican flag

3) Who brings the letters? ☐ milkman ☐ policeman ☐ mailman

4) In the school room we find ☐ bus ☐ crayons ☐ trees

5) In the morning we say ☐ Good night ☐ Good day ☐ Good morning

6) Farm animal

7) Christmas

8) Texas

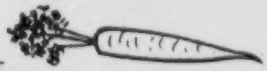
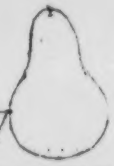
9) Winter

10) Zoo animals

TOTAL CORRECT _____

HEALTH / SCIENCE / SAFETY (FIRST GRADE)

1) Vegetable

2) Fruit

3) Milk

4) This helps us to stay clean

5) Cold

6) Earth

7) It can fly

8) Living things

9) In the water we find

10) When the traffic light is red, it means to ---

go stop wait

TOTAL CORRECT _____

ALUMNO _____ MAESTRO _____

GRADO_____ ESCUELA _____ TOTAL DE ACIERTOS: Estudios Sociales_____
Ciencias Naturales_____

ESTUDIOS SOCIALES (PRIMER GRADO)

1) La bandera americana.

2) La bandera mexicana.

3) ¿Quién entrega las cartas?

☐ lechero ☐ policía ☐ cartero

4) En la sala de clase encontramos -- ☐ autobús ☐ colores ☐ árboles

5) Por la mañana decimos-- ☐ buenas noches ☐ buenas tardes ☐ buenos días

6) Animal de la granja—

7) La Navidad--

8) Texas

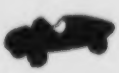
9) Invierno

10) Animales del zoológico.

TOTAL DE ACIERTOS_____

CIENCIAS NATURALES (PRIMER GRADO)

1) Verdura

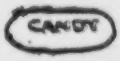


2) Fruta

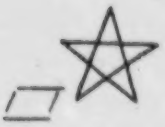
3) Leche

4) Nos ayuda a estar limpios.

5) Está frío.



6) La tierra



7) Puede volar.

8) Seres vivos.

9) En el agua hay —

10) Cuándo la luz está roja, quiere decir--

☐ adelante ☐ alto ☐ corre

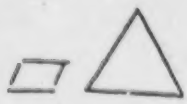
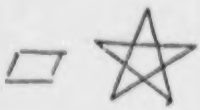
TOTAL DE ACIERTOS_____

PUPIL_____ TEACHER_____

GRADE_____ SCHOOL_____ TOTAL CORRECT: Social Studies _____
Science _____

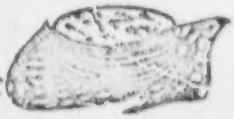
SOCIAL STUDIES (SECOND GRADE)

1) On the American Flag we see 50 ---

2) Thanksgiving

3) Made of corn



4) It has wheels

5) Oldest in the family

6) On a tree

7) The barn

8) Circus animal

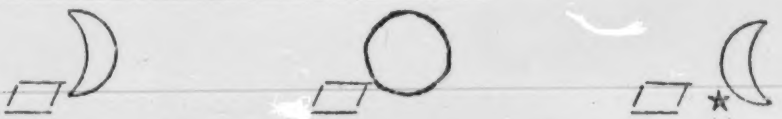
9) A good breakfast

10) We find books in

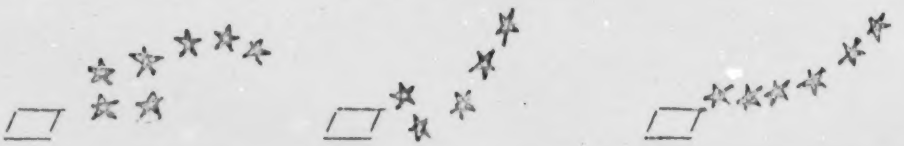
TOTAL CORRECT _____

HEALTH / SCIENCE / SAFETY (SECOND GRADE)

1) This is a full moon.

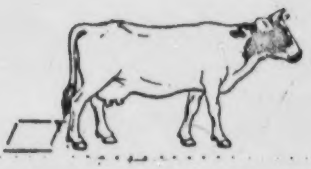


2) This is the little dipper.

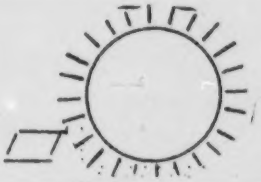


3) This is the shape of the earth.

4) This gives us milk.



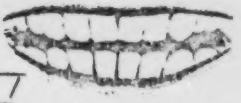
5) Plants need



6) It is the fall season.

7) Jack is sick. He needs a ---

8) We chew with this---



9) The right way to ride a scooter.

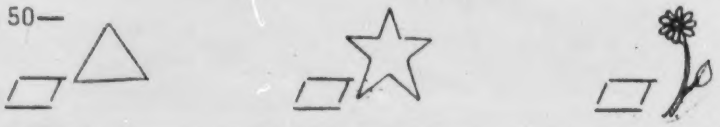
10) Before we eat, we wash our---

ALUMNO _____ MAESTRO _____

GRADO _____ ESCUELA _____ TOTAL DE ACIERTOS: Estudios Sociales _____
Ciencias Naturales _____

ESTUDIOS SOCIALES (SEGUNDO GRADO)

1) En la bandera americana se ven 50—



2) El día de dar gracias--

3) Hechas de maíz.

4) Esto tiene ruedas.

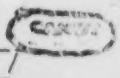
5) El mayor de la familia.

6) Se encuentra en árbol.

7) El granero.

8) Animal del circo.

9) Un buen almuerzo.

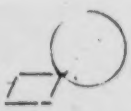


10) Encontramos libros en

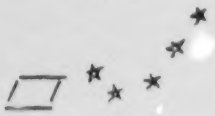
TOTAL DE ACIERTOS _____

CIENCIAS NATURALES (SEGUNDO GRADO)

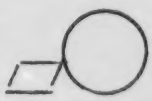
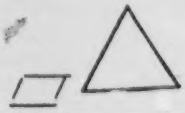
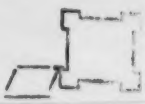
1) La luna llena.



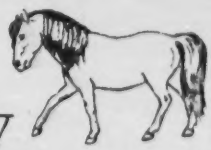
2) Ursa menor.

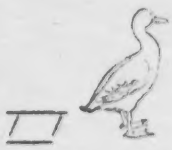


3) Forma del mundo.

4) Esta nos da leche.





5) Las matas necesitan esto.

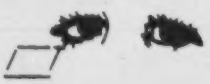
6) Es la estación de otoño.

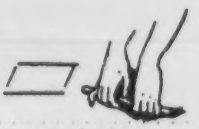
---

7) Jack está enfermo. Él necesita un --

---

8) Masticamos con esto.





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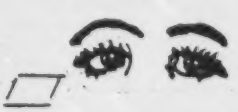
9) El modo correcto de pasear en bicicleta.

---

10) Antes de comer nos lavamos las---
-



TOTAL DE ACIERTOS_____

PUPIL _____ TEACHER _____

GRADE ____ SCHOOL _____ TOTAL CORRECT: Social Studies _____
Science _____

SOCIAL STUDIES (THIRD GRADE)

1) In the United States, there are how many states?

☐ 30 ☐ 50 ☐ 45

2) The capitol of Mexico is --

☐ Washington, D.C. ☐ Austin ☐ Mexico City

3) Earth is a --

☐ moon ☐ star ☐ planet

4) The first man to step on the moon was --

☐ Michael Collins ☐ Neil Armstrong ☐ Edwin Aldrin

5) The capitol of Texas is --

☐ San Antonio ☐ Dallas ☐ Austin

6) The first Mexican was --

☐ Indian ☐ Spanish ☐ French

7) When the Eskimos gave something they had for something they wanted, they were --

☐ buying ☐ trading ☐ taking

8) The Pilgrims came to America to find --

☐ food ☐ happiness ☐ homes

9) Eskimos wear boots called --

☐ caps ☐ shoes ☐ mukluks

10) Most regions of the earth have seasons because the earth is --

☐ round ☐ tilted ☐ static

TOTAL CORRECT _____

HEALTH / SCIENCE / SAFETY (THIRD GRADE)

1) _____ move the body.

/__/ Muscles /__/ Skin /__/ Hair

2) The _____ moves blood through the body.

/__/ heart /__/ brain /__/ lung

3) A bicycle should be ridden in the _____.

/__/ house /__/ sidewalk /__/ school room

4) To keep from getting a cavity we should _____.

/__/ comb our hair /__/ brush our teeth /__/ take a bath

5) An animal that lives on land and water is a _____.

/__/ spider /__/ frog /__/ cove

6) The stem, root, and leaf are parts of a _____.

/__/ plant /__/ animal /__/ building

7) One of the 5 senses is _____.

/__/ smell /__/ seeds /__/ elk

8) Oxygen is a _____.

/__/ gas /__/ solid /__/ liquid

9) The cactus is found in the _____.

/__/ desert /__/ water /__/ Arctic

10) A shark lives in the _____.

/__/ ocean /__/ desert /__/ mountains

TOTAL CORRECT _____

ALUMNO _____ MAESTRO _____

GRADO ____ ESCUELA _____ TOTAL DE ACIERTOS: Estudios Sociales _____
Ciencias Naturales _____

ESTUDIOS SOCIALES (TERCER GRADO)

1) En los Estados Unidos, ¿cuántos estados hay?

/__/ 30 /__/ 50 /__/ 45

2) La capital de Méjico es --

/__/ Washington, D.C. /__/ Austin /__/ Méjico, D.F.

3) La tierra es

/__/ luna /__/ estrella /__/ planeta

4) El primer hombre que anduvo en la luna fué

/__/ Michael Collins /__/ Neil Armstrong /__/ Edwin Aldrin

5) La capital de Tejas es

/__/ San Antonio /__/ Dallas /__/ Austin

6) El primer mejicano era

/__/ indio /__/ español /__/ francés

7) Cuando los esquimales daban algo que tenían por algo que querían, estaban

/__/ comprando /__/ traficando /__/ cogiendo

8) Los peregrinos vinieron a América para adquirir

/__/ comida /__/ alegría /__/ hogares

9) Los esquimales llevan botas que se llaman

/__/ mocasines /__/ zapatos /__/ mukluks

10) Muchas regiones de la tierra tienen estaciones porque la tierra es

/__/ redondada /__/ inclinada /__/ estática

TOTAL DE ACIERTOS _____

CIENCIAS/SALUBRIDAD/SEGURIDAD (TERCER GRADO)

1) _____ mueven el cuerpo.

/__/ Los músculos /__/ La piel /__/ El pelo

2) _____ mueve la sangre por el cuerpo.

/__/ El corazón /__/ El seso /__/ el pulmón

3) Una bicicleta se debe manejar en la _____.

/__/ casa /__/ banqueta /__/ sala de clase

4) Para tener buenos dientes debe _____.

/__/ peinarse /__/ cepillarse los dientes /__/ bañarse

5) Un animal que vive en tierra y agua es una _____.

/__/ araña /__/ rana /__/ paloma

6) El tronco, la raíz, y la hoja son partes de _____.

/__/ la planta /__/ un animal /__/ un edificio

7) Uno de los cinco sentidos es _____.

/__/ olar /__/ semilla /__/ anta

8) Oxígeno es _____.

/__/ gas /__/ sólido /__/ líquido

9) El nopal se encuentra en _____.

/__/ el desierto /__/ el agua /__/ el ártico

10) El tiburón vive en _____.

/__/ el océano /__/ el desierto /__/ la montaña

TOTAL DE ACIERTOS _____

PUPIL_____ TEACHER_____

GRADE_____ SCHOOL_____ TOTAL CORRECT: Social Studies_____
Science_____

SOCIAL STUDIES (FOURTH GRADE)

1) The border between Texas and Mexico is formed by --

☐ mountains ☐ the Rio Grande River ☐ the Gulf of Mexico

2) The Texas motto is --

☐ friendship ☐ peace ☐ love

3) The Texas state flower is the --

☐ daisy ☐ blue bonnet ☐ rose

4) During its history, Texas has been under --

☐ three flags ☐ one flag ☐ six flags

5) The important seaports in Texas are found on the --

☐ Gulf of Mexico ☐ Rio Grande River ☐ Atlantic Ocean

6) The founders of Tenochtitlán (now called Mexico City) were one of the last tribes to arrive in Mexico. They were the --

☐ Tejas Indians ☐ Maya Indians ☐ Aztec Indians

7) The date Mexico's independence from Spain is celebrated is --

☐ September 16 ☐ July 4 ☐ November 11

8) The Aztec chieftain remembered today is —

☐ Hernán Cortés ☐ Moctezuma ☐ Benito Juárez

9) A well-known Mexican-American golfer is --

☐ Lee Treviño ☐ Henry B. Gonzales ☐ Anthony Quinn

10) A well-known Mexican-American tennis player is --

☐ Joe Kapp ☐ Trini López ☐ Pancho Gonzales

(1)(6)4

TOTAL CORRECT =

HEALTH/SCIENCE/SAFETY (FOURTH GRADE)

1) Scientists who study the earth are called --

☐ biologists ☐ astronomers ☐ geologists

2) The mineral treasure of Texas is --

☐ copper ☐ oil ☐ silver

3) The Rio Grande Valley is famous for growing --

☐ wheat ☐ sugar cane ☐ citrus fruits

4) This Texas tity is found at sea level.

☐ El Paso ☐ Austin ☐ Corpus Christi

5) Mineral products found in Mexico are --

☐ wheat and sugar cane ☐ lemons and oranges ☐ copper and gold

6) The Sierra Madre Mountains of Mexico have more deposits of _____ than any other country in the world.

☐ silver ☐ platinum ☐ salt

7) The Aztec Indians invented a --

☐ printing press ☐ calendar ☐ water wheel

8) The Pyramid of the Sun which is higher than the pyramids of Egypt was constructed by --

☐ the Tejas Indians ☐ the Aztec Indians ☐ the Maya Indians

9) The center of our solar system is the --

☐ moon ☐ Earth ☐ sun

10) The planet closest to the sun is --

☐ Venus ☐ Mercury ☐ Earth

TOTAL CORRECT = _____

ALUMNO_____ MAESTRO_____

GRADO_____ ESCUELA_____ TOTAL DE ACIERTOS: Estudios Sociales_____
Ciencias Naturales_____

ESTUDIOS SOCIALES (CUARTO GRADO)

1) La frontera entre Tejas y Méjico está formada por --

/__/ montañas /__/ el Río Grande /__/ el Golfo de Méjico

2) El lema de Tejas es --

/__/ amistad /__/ paz /__/ amor

3) La flor del estado de Tejas es --

/__/ la margarita /__/ el bonete azul /__/ la rosa

4) Durante su historia, Tejas estuvo bajo --

/__/ tres banderas /__/ una bandera /__/ seis banderas

5) Los puertos marinos de Tejas se encuentran en --

/__/ el Golfo de Méjico /__/ el Río Grande /__/ el Océano Atlántico

6) Los que construyeron Tenochtitlán (que hoy se llama Ciudad de Méjico) fueron una de las últimas tribus que llegaron a Méjico. Fueron --

/__/ los indios tejas /__/ los indios mayas /__/ los indios aztecas

7) La fecha de la independencia mejicana es --

/__/ el deiciséis de septiembre /__/ el cuatro de julio /__/ el once de noviembre

8) El jefe azteca que se recuerda hoy es--

/__/ Hernán Cortés /__/ Moctezuma /__/ Benito Juárez

9) Un jugador mexicano-americano muy conocido de golf es --

/__/ Lee Treviño /__/ Henry B. Gonzales /__/ Anthony Quinn

10) Un jugador mexicano-americano muy conocido de tennis es --

/__/ Joe Kapp /__/ Trini López /__/ Pancho Gonzales

0066 TOTAL DE ACIERTOS = _____

CIENCIAS/SALUBRIDAD/SEGURIDAD (CUARTO GRADO)

1) Científicos que estudian la tierra se llaman --

/__/ biólogos /__/ astrónomos /__/ geólogos

2) El tesoro minero de Tejas es --

/__/ cobre /__/ petróleo /__/ plata

3) El Valle del Río Grande es famoso por su --

/__/ trigo /__/ azúcar /__/ frutas cítricas

4) Esta ciudad de Tejas se encuentra al nivel del mar.

/__/ El Paso /__/ Austin /__/ Corpus Christi

5) Productos mineros que se encuentran en Méjico son --

/__/ trigo y caña de azúcar /__/ limones y naranjas /__/ cobre y oro

6) La Sierra Madre tiene los depósitos de _____ más grandes de todo el mundo.

/__/ plata /__/ platino /__/ sal

7) Los aztecas inventaron --

/__/ una prensa para imprimir /__/ un calendario /__/ una noria (pozo de agua)

8) La Pirámide del Sol que es más alta que las pirámides de Egipto fué construída por --

/__/ los tejas /__/ los aztecas /__/ los mayas

9) El centro de nuestro sistema solar es --

/__/ la luna /__/ la tierra /__/ el sol

10) El planeta que está más cercano al sol es --

/__/ Venus /__/ Mercurio /__/ la Tierra

TOTAL DE ACIERTOS = _____

ALUMNO _____ MAESTRO _____

GRADO _____ ESCUELA _____ TOTAL DE ACIERTOS: Estudios Sociales _____
Ciencias Naturales _____

ESTUDIOS SOCIALES (QUINTO GRADO)

1) El padre de la independencia mejicana fue --

/__/ Hernán Cortés /__/ Miguel Hidalgo /__/ Benito Juárez

2) Un gran presidente de Méjico fue --

/__/ Hernán Cortés /__/ Miguel Hidalgo /__/ Benito Juárez

3) Benito Juárez ayudó a los indios de --

/__/ los Estados Unidos /__/ Méjico /__/ España

4) ¿ Cuántos estados tiene Méjico?

/__/ 49 /__/ 25 /__/ 29

5) Dos ciudades de Tejas son --

/__/ Houston
San Antonio /__/ Los Angeles
San Francisco /__/ New York City
Chicago

6) Un tejano que fue presidente de los Estados Unidos fue --

/__/ John F. Kennedy /__/ Lyndon B. Johnson /__/ Richard M. Nixon

7) Es cantante internacional que canta "It Must Be Him".

/__/ Roberta Flack /__/ Vikki Carr /__/ Lola Beltrán

8) Nació y fue educado en San Antonio, Tejas. Primero se hizo maestro, despues se hizo senador, y ahora es miembro del congreso de los Estados Unidos. Es --

/__/ José San Martín /__/ Joe Bernal /__/ Henry B. González

9) Es el primer mejicano-americano de los Estados Unidos que ha llegado a ser obispo de la iglesia catolica.

/__/ Patrick Flores /__/ Jose López /__/ Jesús Gonzales

10) Un negro-americano distinguido que predicó contra la violencia y que fue asesinado fue-

/__/ Louis Armstrong /__/ Martin Luther King /__/ Bill Cosby

TOTAL DE ACIERTOS = _____

CIENCIAS NATURALES (QUINTO GRADO)

1) El científico que estudia el cielo se llama --

☐ un astrólogo ☐ un astrónomo ☐ un astronauta

2) Las planetas reciben luz --

☐ de la luna ☐ del sol ☐ de las estrellas

3) La fuerza que mantiene objetos en la Tierra es --

☐ gravedad ☐ aceleración ☐ órbita

4) Un meteoro que entra en la atmósfera de la Tierra se llama --

☐ un satélite ☐ una estrella voladora ☐ un cohete

5) El satélite de la Tierra es --

☐ el lucero de la mañana ☐ el sol ☐ la luna

6) El planeta más brillante, al que comunmente llamamos la estrella de la tarde es --

☐ Venus ☐ Plutón ☐ Saturno

7) La galaxia en donde está la Tierra se llama --

☐ la Vía Láctea ☐ Andrómeda ☐ Casiopea

8) Hacer una órbita quiere decir --

☐ volver a la atmósfera de la Tierra ☐ dar vueltas alrededor de un objecto ☐ desintegrarse

9) En el espacio no hay ninguna --

☐ atmósfera ☐ fuerza ☐ velocidad

10) Todos los vuelos espaciales (del espacio) se recobran --

☐ en el suelo ☐ en el aire ☐ en el agua

TOTAL DE ACIERTOS = _____

PUPIL_____ TEACHER_____

GRADE_____ SCHOOL_____ TOTAL CORRECT: Social Studies_____
Science _____

SOCIAL STUDIES (SIXTH GRADE)

1) The Mexican-American is unique because --

☐ he has two cultures ☐ he shares in Mexican and United States history ☐ he explored and colonized the New World

2) Portions of these states were not originally part of Mexico.

☐ Texas, New Mexico Arizona ☐ Colorado, Nevada, California ☐ Louisiana, Arkansas Mississippi

3) They were responsible for thousands of people moving to California in 1849.

☐ cowboys ☐ miners ☐ farmers

4) El Camino Real which was the main means of transportation from Mexico northward followed the --

☐ Rio Grande ☐ Colorado River ☐ Red River

5) Water laws and community property laws in the Southwest came from --

☐ Mexico ☐ the eastern United States ☐ England

6) Early homes of the Southwest were made of --

☐ wood ☐ concrete blocks ☐ adobe

7) Early Indians of Arizona who built a great civilization and then disapperared were the--

☐ Hohokam ☐ Zunis ☐ Navajo

8) The presidios were necessary in colonization because --

☐ they were social meeting places ☐ they provided protection from the Indians ☐ they were religious centers

9) This animal was a necessity for the pioneers.

☐ pig ☐ cat ☐ mule

10) He was shipwrecked off the eastern coast of Texas, was the first European to cross the Southwest and wrote a "Memoir" which is still important today.

☐ Cabeza de Vaca ☐ Coronado ☐ Hernán Cortez

(10)70 TOTAL CORRECT = _____

SCIENCE (SIXTH GRADE)

1) The bodies of higher animals have a framework called a _____.

/__/ skeleton /__/ femur /__/ diaphragm

2) The _____ carries fuel and oxygen to all parts of the body.

/__/ esophagus /__/ pancreas /__/ blood

3) _____ enable parts of the body to move.

/__/ Cells /__/ Glands /__/ Muscles

4) At the center of many bones is a substance called _____ which manufactures blood cells.

/__/ tissue /__/ marrow /__/ vertebra

5) The part of the body that makes up the pathway of food as it passes through the body is known as the _____. This includes mouth, throat, stomach, small & large intestine.

/__/ vertebral column /__/ alimentary canal /__/ aquatic canal

6) The _____ keeps blood flowing through your body. This system includes the heart, blood vessels and the blood itself.

/__/ circulatory system /__/ respiratory system /__/ digestive system

7) The lungs, diaphragm and trachea are all part of the _____ which brings oxygen to all living things.

/__/ circulatory system /__/ respiratory system /__/ disgestive system

8) An _____ is a chemical that can break down other substances without changing itself.

/__/ incisor /__/ auricle /__/ enzyme

9) The _____ is a special kind of involuntary muscle.

/__/ heart /__/ tissue /__/ cell

10) The _____ are muscles located in the upper arm of your body.

/__/ capillaries /__/ glands /__/ biceps

TOTAL CORRECT = _____

00071

ALUMNO_____ MAESTRO_____

GRADO_____ ESCUELA_____ TOTAL DE ACIERTOS: Estudios Sociales_____
Ciencias Naturales_____

ESTUDIOS SOCIALES (SEXTO GRADO)

1) El mejicano-americano es único porque--

☐ tiene dos culturas ☐ participa en la historia de Méjico y de los Estados Unidos ☐ exploró y colonizó el Nuevo Mundo

2) Hay partes de estos estados que nunca fueron parte de Méjico.

☐ Tejas, Nuevo Méjico Arizona ☐ Colorado, Nevada, California ☐ Luisiana, Arkansas, Misisipí

3) Los responsables de que miles de personas se fueron a California en 1849 fueron los--

☐ vaqueros ☐ mineros ☐ campesinos

4) El Camino Real que era la primera vía de transporte al norte de México seguía el--

☐ Río Grande ☐ Río Colorado ☐ Río Rojo

5) Leyes con relación al agua y a los bienes poseídos por maridos del suroeste se dieron de --

☐ Méjico ☐ los Estados Unidos ☐ Inglaterra

6) Casas del antiguo suroeste se fabricaban de --

☐ madera ☐ bloques de concreto ☐ adobe

7) Los indios antiguos de Arizona que construyeron una gran civilización antes de desaparecer fueron los

☐ Hohokam ☐ Zunis ☐ Navajos

8) Los presidios eran necesarios en la colonización porque --

☐ eran lugares de reuniones sociales ☐ daban protección contra los indios ☐ eran centros religiosos

9) Este animal era necesario a los colonizadores.

☐ el cochino ☐ el gato ☐ la mula

10) Naufragó en la costa este de Tejas, fue el primer europeo que cruzó el suroeste, y escribió un relato aun hoy día mantiene su importancia.

☐ Cabeza de Vaca ☐ Coronado ☐ Hernán Cortés

00172 TOTAL DE ACIERTOS = _____

CIENCIAS NATURALES (SEXTO GRADO)

1) Los cuerpos de animales de orden superior tienen un armazón llamado _____.

☐ esqueleto ☐ fémur ☐ diafragma

2) _____ lleva combustible y oxígeno a todas las partes del cuerpo.

☐ el esófago ☐ el pancreas ☐ la sangre

3) _____ hacen que se muevan las partes del cuerpo.

☐ Las células ☐ Las glándulas ☐ Los músculos

4) En el centro de muchos huesos hay una substancia que produce celúlas de sangre y que se llama _____.

☐ tejido ☐ tuétano o médula ☐ vértebra

5) La parte del cuerpo que sirve de camino para la comida cuando pasa por el cuerpo y que incluye la boca, la garganta, el estómago y los intestinos grande y chico, se llama _____.

☐ columna vertebral ☐ el canal alimenticio ☐ el canal acuático

6) _____ hace que la sangre corra por el cuerpo. Este sistema incluye el corazón, las venas y artenas y la sangre misma.

☐ El sistema circulatorio ☐ El sistema respiratorio ☐ El sistema digestivo

7) Los pulmones, el diafragma y la tráquea son partes del sistema _____ que da oxígeno a todos los seres vivientes.

☐ circulatorio ☐ respiratorio ☐ digestivo

8) Una substancia química que puede separar otras substancias sin cambiarse a sí misma es _____.

☐ incisor ☐ gurdículo ☐ enzima

9) Un músculo involuntario muy especial es--

☐ el corazón ☐ el tejido ☐ la célula

10) Los músculos colocados en la parte superior del brazo son

☐ capilarias ☐ glándulas ☐ biceps

TOTAL DE ACIERTOS = _____

Region XIII

YOUR SCHOOL AND CLASSMATES

TU ESCUELA Y COMPANEROS DE CLASE

1. When you are happy, this is how your friends treat you.

1. Cuando estas feliz, asi es como tus amigos (amigas) te tratan.

2. When you are asked to play with a group of your classmates, how do they treat you?

2. Cuando te piden que juegues con un grupo de niños (niñas) de tu clase, ¿como te tratan?

3. You think the boys and girls feel like this about you.

3. Esto es lo que crees que los niños piensan de ti.

4. How do the boys and girls treat you most of the time?

4. ¿Como te tratan los niños y niñas casi siempre?

5. When you choose a person to play with you, he (she) treat you this way.

5. Cuando tu escoges a una persona para que juegue contigo, el (ella) te trata de esta manera.

6. How do you feel most days at school?

6. ¿Como te sientes siempre cuando estas en la escuela?

7. This is how you feel most days at home.

7. Así es como te sientes casi siempre cuando estas en tu casa.

8. When your classmates choose up sides for a game, how do you feel?

8. ¿Cuando tus companeros de clase escogen a los niños para que jueguen en su equipo como te sientes?

9. This is the way you feel about things you do with other children in your class.

9. Esto es lo que sientes cuando juegas o trabajas con tus companeros de clase.

10. How do you feel about things you do by yourself in class?

10. Esto es lo que sientes cuando juegas o trabajas solo en la clase.

11. When you answer a question right, this is the way the teacher looks at you.

11. Cuando contestas una pregunta bien asi es como te ve las maestra.

12. How do you feel about your teacher?

12. ¿Que piensas de tu maestra?

13. This is how you feel when your teacher calls on you.

13. Asi' es como te sientes cuando te dice o te pregunta algo la maestra.

14. How do you feel when the teacher is asking everybody questions?

14. ¿Comó te sientes cuando la maestra les hace preguntas a todos?

15. This is how the children in the class look most of the time.

15. Asi' es como los niños (niñas) de la clase se ven casi siempre.

16. How do you feel when you are with other children in school

16. ¿Comó te sientes cuando estas con otros niños (ninas) en la escuela?

17. This is how you feel when you are with other children at home.

17. Asi´ es como te sientes cuanto estas con otros niños en tu casa.

18. This is how you feel when you speak Spanish in the cla s- room.

18. Asi´ es como te sientes cuanto hablas espanol en la clase.

19. This is how you feel when you speak English in the classroom.

19. Así es como te sientes cuanto hablas ingles en la clase.

20. This is how you feel when you speak Spanish at home.

20. Así es como te sientes cuanto hablas espanol en tu casa.

21. This is how you feel when you speak English at home.

21. Así es como te sientes cuanto hablas ingles en tu casa.